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News Summary

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Nebraska's state system of higher education is the costliest in the country, according to an analysis by D. Kent Halstead. Story on Page 8.

Private universities will be hit especially hard by cutbacks in federal support for higher education, says a study from the University of California at Los Angeles. Story on Page 9.

Universities could lose up to $3-million under a plan to reimburse them for only 90 per cent of the indirect costs they incur in administering grants from the National Institutes of Health. Story on Page 11.

Fulbright fellowships would get more money and other international-education programs would get less, under the Reagan Administration's proposed budget. Story on Page 11.

Congress may restore some of the cuts in federal student-aid and science-education programs proposed in the Reagan budget for fiscal 1983. Stories on Page 12

The Swain School of Design is in turmoil over the forced resignation of a popular president. Story on Page 5.

Sixteen prominent mathematicians in Poland have been reported arrested as the country enters its third month under martial law. Story on Page 17.

How much should authors of oral histories edit their subjects' remarks, and what should they reveal about the interviews? Story on Page 19.

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American Scholarship on Soviet Called Dangerously Inadequate

Report cites diminished interest in Eastern Europe among U.S. academics

By MALCOLM G. SCULLY

NEW YORK

Research and scholarship on the Soviet Union and Eastern Europe are so badly on the decline in this country that U.S. foreign policy and national security could be seriously undermined, according to a report by the International Research & Exchanges Board here.

While American scholars' interest in Soviet affairs and foreign policy has been diminishing over the past decade, the Soviet effort in such fields has expanded dramatically, the report suggests.

It includes three papers that, taken together, compare recent developments in American scholarship with developments over the past 25 years in the Soviet Union.

In one paper, Walter D. Connor, director of Soviet and East European studies at the Foreign Service Institute and a visiting professor at the University of Virginia, says that the volume and quality of American work on the Soviet bloc rose from the late 1950's until about 1970 but has been declining since.

"The effect, against a backdrop of turbulence in Eastern Europe, growing Soviet power, and penetration into new regions, is a growing inadequacy of the American Soviet and East European enterprise," Mr. Connor says.

The number of U.S. specialists in those areas could be sharply reduced by the retirement of older reseachers during the 1980's, he adds.

"The Soviet Union probably has 3 times as many academic specialists working on U.S. foreign policy as we have working on Soviet foreign policy."

Mr. Connor cites one recent estimate that only about 1,100 scholars in universities, government, and private organizations are now working on the Soviet Union and Eastern Europe. According to the most conservative estimate, he says, the United States needs at least 1,700 people in those fields.

The biggest gaps are in economics, the politics of Eastern Europe, sociology, and studies of the various nationalities that make up the Soviet Union, he says.

'Serious Depletion of Expertise'

In a second paper, Robert Legvold, director of a project on the Soviet Union at the Council on Foreign Relations, says the United States "now suffers from a serious depletion of expertise on Soviet foreign policy" in both the government and the universities.

"Were we to search the country's universities and research organizations, we would not find a single person who has studied closely the last 10 years of Soviet policy in Southern Africa, toward NATO, or even on the evolution of international economic relations," Mr. Legvold says. "The gaps in our knowledge are tremendous."

For the last decade, he adds, those gaps have been growing. "Far from having kept pace with change in Soviet policy toward traditional areas of concern, let alone having addressed new subjects of importance, research in this country has fallen far behind.

"Each year over the last decade the number of systematic foreign-policy studies has dwindled."

Specifically, Mr. Legvold reports, "we have had no major study of the evolution of Soviet policy toward SALT [the Strategic Arms Limitation Treaty] since the process began 12 years ago; no major study of the Sino-Soviet conflict since the late 1960's; no significant study of Soviet policy in Africa in the 1970's; and, most amazingly, no even moderately ambitious study of Soviet policy toward the United States over the last decade."

The lack of "carefully researched studies," he says, has meant that "our view of the Soviet Union is shaped increasingly by

Continued on Page 9, Column 1

Colleges' Retirement-Law Waiver Ends July 1

Unless Congress renews it, professors may teach till 70; most say they want to do so

By BEVERLY T. WATKINS

WASHINGTON

Many older faculty members who might otherwise retire will continue to teach for up to five more years if Congress does not renew a special exemption from the federal retirement law before July 1.

Without the exemption, which has permitted colleges to require tenured faculty members to retire at 65 rather than at 70, the average retirement age for professors would increase by about 1½ years—from about 65½ to 67—according to a new report from the U.S. Department of Labor.

More than 70 per cent of faculty members over age 50 are opposed to continuing the exemption, a Labor Department survey indicated. About 60 per cent said they favored having no mandatory retirement age at all.

With larger numbers of older, more highly paid faculty members continuing to teach, the report estimated that the cost to colleges and universities would rise by an average of 3 per cent between 1982 and 1987 and, in some cases, by as much as 7 or 8 per cent

25 Pct. Fewer New Jobs

The number of positions available for new faculty members would decrease by about 25 per cent during the same period, the report says.

The exemption, which Congress granted to colleges and universities in 1978 when it amended the Age Discrimination in Employment Act to raise the mandatory retirement age from 65 to 70, will expire July 1 unless the lawmakers extend it or make it permanent. After that date, no tenured faculty member in a public or private institution of higher education would have to retire before age 70.

Selected findings from the interim report, prepared at the request of Congress, were presented by Betty H. Roberts at a meeting here of the Association for Gerontology in Higher Education. Ms. Roberts, an associate professor of social service on leave from the University of New Hampshire, has worked on the report at the Labor Department for the last 1½ years.

In addition to reconsidering the faculty

Continued on Page 10, Column 1

Nebraska Tops States in Costs Per Student, Halstead Index Shows

WASHINGTON

The country's most expensive state system of higher education is Nebraska's, according to a "system cost index" developed by D. Kent Halstead, senior research associate at the National Institute for Education.

Costs per student in Nebraska can be expected to run about 35 per cent above the national average, according to Mr. Halstead's calculations, because a relatively large number of the state's students are enrolled in research universities and relatively few in two-year academic programs.

Some 39 per cent of Nebraska's public-college students are enrolled in the most expensive type of institution—research universities with dental, medical, osteopathic, or veterinary programs. For the country as a whole, only 12 per cent of public-college students are enrolled in such institutions.

At the lower end of the cost scale, two-year colleges offering primarily academic programs enrolled only 8 per cent of Nebraska's students, compared with a national average of nearly 30 per cent.

Based on the percentages of students enrolled in research universities, community colleges, and other types of institutions, Mr. Halstead's index shows that Nebraska's mixture of colleges and universities is 35 per cent more expensive than the national average.

That means Nebraska would have to spend 35 per cent more than the national average just to provide average support for students in each type of institution.

Mr. Halstead's analysis of support for public colleges and universities shows state and local appropriations in Nebraska amount to $3,773 per student this year. The national average is $3,646.

When the figure is adjusted according to the "system price index" to reflect the more expensive mix of institutions in the state, Nebraska's appropriations per student are reduced to $2,801.

The adjustment reduces Nebraska's national ranking in appropriations per student from seventeenth to forty-fourth.

The second most expensive higher-education system, according to the Halstead formula, is Iowa's, with a cost index 20 per cent above the national average.

In Iowa, 55 per cent of the public-college students are enrolled in research universities with dental, medical, osteopathic, or veterinary schools.

Compared with Nebraska, Iowa has a larger share—18 per cent—of its students in low-cost two-year academic programs.

The adjustment for system cost lowers Iowa's ranking in appropriations per student from tenth to twenty-fourth.

The least expensive system, the index indicates, is Alaska's, at 77.5 per cent of the national average. In Alaska, 44 per cent of the public enrollment is in two-year academic programs and none of it in research universities.

In a table of data from the Halstead study published in *The Chronicle* on February 10, unadjusted appropriations per student were accompanied by rankings for adjusted amounts. Corrected rankings and some revised amounts are included in the table on this page.

In a forthcoming issue *The Chronicle* will publish Mr. Halstead's data on the distribution of each state's enrollment among 10 types of public colleges and universities.

—JACK MAGARRELL

Notes

Note: The amounts and rankings shown for appropriations per student correct those published in *The Chronicle*, February 10.

(a) Based on national average appropriations for support of each of 10 different types of higher-education institution, applied to each state's distribution of total public enrollment among the 10 types. The index is intended to reflect variations in financial requirements of research universities, for example, and community colleges. Computed by the National Center for Higher Education Management Systems from financial and enrollment data from the National Center for Education Statistics.

(b) Appropriations for 1981-82 divided by full-time-equivalent enrollment for fall, 1980. Enrollment data are from the National Center for Education Statistics; state appropriations data from M. M. Chambers, Illinois State University; local appropriations data from the Council for Postsecondary Education, State of Washington.

(c) State and local appropriations per student adjusted for system costs (Column 2 divided by Column 1).

(d) Change in appropriations per student from 1979-80 to 1981-82, adjusted for inflation, estimated at 20-per-cent for the two-year period.

Private-College Bargaining Rule Turned Down by Kansas Board

TOPEKA, KAN.

The Supreme Court's decision on the status of faculty members at a private university does not apply to a public institution, according to a recent ruling by the Kansas Public Employee Relations Board.

In a 3-to-1 opinion, the board said that, because of certain "differences" between the public and private sectors, Wichita State University could not rely on the decision in *National Labor Relations Board* v. *Yeshiva University* to support its contention that faculty members are managers or supervisors.

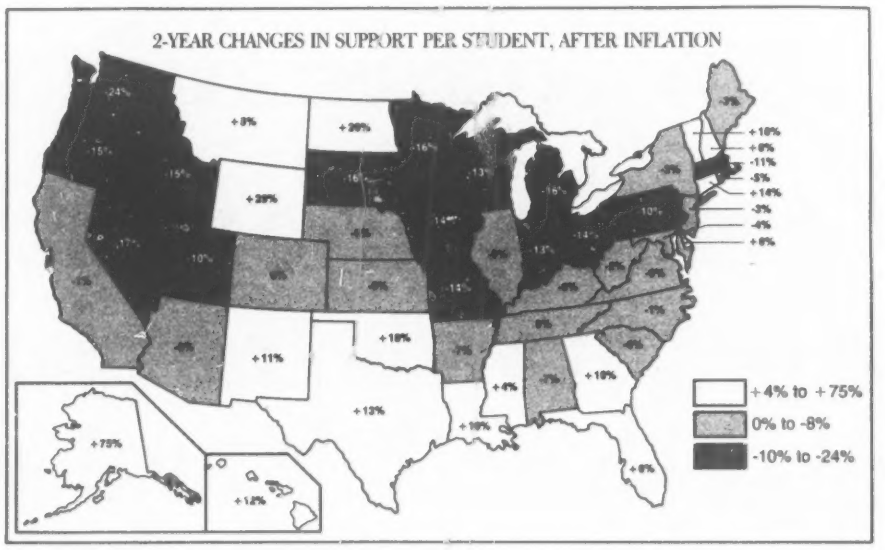
In *Yeshiva*, the Court ruled that faculty members at the private Hebrew institution in New York were "managerial employees" and, therefore, could not bargain collectively under federal labor law covering the private sector.

In a board hearing on a proposed faculty collective-bargaining unit, Wichita State University cited the *Yeshiva* decision in support of its argument that its faculty members could not bargain at all, because they were "management officials" or "supervisory employees" under Kansas state law, and were "in a governing position" at the university.

"In this case, we have a public institution with strong statutory power in the board of regents," said the board. Kansas law clearly defines "management official" and "supervisory employee," and faculty members at Wichita State do not fit those definitions, according to the board.

—BEVERLY T. WATKINS

FACT-FILE



CHRONICLE MAP BY PETER H. STAFFORD

SOURCE: D. KENT HALSTEAD, NATIONAL INSTITUTE OF EDUCATION

How the 50 States Rank

1. By relative cost of higher-education systems
2. By appropriations per student
3. By appropriations per student, adjusted for system costs
4. By 2-year change in appropriations per student, adjusted for inflation

	1 System cost		2 1981-82 state and local appropriations per student (b)		3 Adjusted for system cost (c)		4 2-year change adjusted for inflation (d)	
	Index (a)	Rank	Amount	Rank	Amount	Rank	Per cent	Rank
Alabama	100.6	28	$ 3,205	36	$ 3,186	31	– 7%	33
Alaska	77.5	50	12,712	1	16,403	1	+75%	1
Arizona	96.6	34	3,193	37	3,305	27	– 5%	26
Arkansas	112.1	8	3,441	26	3,070	35	– 7%	33
California	85.2	48	4,087	11	4,797	4	– 1%	19
Colorado	111.3	12	2,874	44	2,582	47	0%	17
Connecticut	91.9	43	3,862	15	4,202	6	+14%	5
Delaware	96.7	33	3,129	39	3,236	30	+ 6%	12
Florida	89.6	45	3,547	24	3,959	12	+ 6%	12
Georgia	112.0	10	4,492	5	4,011	11	+10%	9
Hawaii	116.2	5	4,662	4	4,012	10	+12%	7
Idaho	90.2	44	3,643	20	4,039	8	–15%	44
Illinois	101.4	25	3,676	19	3,625	19	– 6%	28
Indiana	107.5	18	3,377	29	3,141	33	–13%	39
Iowa	120.2	2	4,101	10	3,412	24	–14%	41
Kansas	114.6	6	3,587	23	3,130	34	– 6%	28
Kentucky	107.0	19	3,975	13	3,715	17	– 8%	35
Louisiana	111.0	13	4,017	12	3,619	20	+10%	9
Maine	95.4	38	2,886	43	3,025	38	– 3%	22
Maryland	113.2	7	3,383	28	2,989	39	– 4%	25
Massachusetts	87.0	47	2,764	45	3,177	32	–11%	38
Michigan	101.9	23	2,993	42	2,937	41	–16%	46
Minnesota	112.1	8	3,330	30	2,971	40	–16%	46
Mississippi	104.3	20	3,842	16	3,684	18	+ 4%	16
Missouri	98.4	30	3,008	41	3,057	36	–14%	41
Montana	92.2	42	3,257	33	3,533	22	+ 5%	15
Nebraska	134.7	1	3,773	17	2,801	44	– 6%	28
Nevada	80.7	49	3,154	38	3,908	13	–17%	49
New Hampshire	95.8	37	1,943	50	2,028	50	+ 6%	12
New Jersey	95.2	39	3,207	35	3,369	26	– 3%	22
New Mexico	111.5	11	4,320	7	3,874	14	+11%	8
New York	94.4	41	4,795		5,079	3	– 3%	22
North Carolina	94.5	40	4,156	8	4,398	5	– 1%	19
North Dakota	96.4	35	3,890	14	4,035	9	+20%	3
Ohio	108.8	16	2,745	46	2,523	48	–14%	41
Oklahoma	116.5	4	3,406	27	2,924	42	+18%	4
Oregon	102.5	22	3,320	31	3,239	29	–15%	44
Pennsylvania	100.8	26	3,613	21	3,584	21	–10%	36
Rhode Island	100.1	29	3,458	25	3,455	23	– 5%	26
South Carolina	109.8	14	4,112	9	3,745	15	– 6%	28
South Dakota	96.1	32	2,545	48	2,584	46	–16%	46
Tennessee	108.7	17	3,059	40	2,814	43	0%	17
Texas	104.3	20	4,354	6	4,174	7	+13%	6
Utah	119.0	3	3,609	22	3,033	37	–10%	36
Vermont	109.0	15	2,403	49	2,205	49	+10%	9
Virginia	95.9	36	3,227	34	3,375	25	– 6%	28
Washington	98.2	31	2,710	47	2,760	45	–24%	50
West Virginia	100.7	27	3,742	18	3,716	16	– 2%	21
Wisconsin	101.7	24	3,314	32	3,259	28	–13%	39
Wyoming	87.5	46	6,608	2	7,552	2	+28%	2
U. S. average	100		$ 3,646		$ 3,646		– 4%	

SOURCE: D. KENT HALSTEAD, NATIONAL INSTITUTE OF EDUCATION

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Federal Cuts May Prove Especially Painful for Private Universities

By JACK MAGARRELL

Reductions in federal support for higher education may hit private universities doubly hard, according to a study from the University of California at Los Angeles.

First, private universities are more dependent upon federal funds than public universities.

Second, private universities may face increasing competition from public universities for private support.

"As public sources of funding decline, for public as well as private institutions, private funding becomes increasingly important for the growth and survival of these institutions," say the authors of the study, Pamela S. Tolbert, a graduate student in sociology, and James Henson, a staff member of Graduate Information Services at U.C.L.A.

Their report, *Patterns of Funding in Public and Private Higher Education*, points up the increasing similarity of public and private universities in terms of where they get their money.

The publicly supported University of Michigan received 31 per cent of its support in 1978-79 from private sources, while Stanford University, which is private, received 54 per cent of its support from the government. Another private institution, the California Institute of Technology, received 62.5 per cent of its revenues from the government in 1978-79.

Some research universities will benefit from increased federal spending for military research, but both public and private institutions are trying to increase their revenues from private sources.

In the four-year period from 1974-75 to 1978-79, public universities increased the total amount of their revenue from private gifts and grants by 49 per cent, compared with a 41-percent increase at private universities.

Private grants and gifts still provide only about 4 per cent of the revenue of public universities, compared with about 12 per cent at private universities.

"Although the overall proportion of revenues derived from the private sector is relatively small among these public universities," the U.C.L.A. report says, "this is becoming an increasingly more important source of funding for them."

In the same four years, private universities increased their tuition revenue per student by 85 per cent, while the increase at public universities averaged 53 per cent.

The U.C.L.A. study of revenue sources at research universities found that private sources had increased most sharply at the public institutions in the four years, while government support had increased most sharply at the private institutions.

Among private research universities, total revenue per student increased by 51 per cent, compared with 41 per cent at public research universities, the study found.

Support per student from private funds during the four-year period increased 72 per cent at public research universities and 55 per cent at private research universities. The bigger increase in the private universities' total revenue was due to money from the government, which, on a per-student basis, increased 59 per cent at the private institutions, compared with 46 per cent at public institutions.

The recent downward trend in federal support of higher education reversed a 30-year trend of increasing reliance on such funds by both private and public institutions, the U.C.L.A. report says.

In 1939-40, private colleges and universities received only 4 per cent of their money from government sources—and three-fourths of that from state and local governments.

By 1967-68, public support of the private institutions, including student aid from public sources, had increased to 34.5 per cent—nearly all of it from the federal government.

In the same 28-year period, the private institutions' support from endowment and private gifts and grants dropped from 39 per cent to 19 per cent.

Between 1939-40 and 1967-68, public colleges and universities shifted slightly toward heavier reliance on federal funds for financial support—up from 13.5 per cent to 22.6 per cent. That was balanced by a decline in the share of support from tuition and fees—down from 20.3 per cent to 14.7 per cent.

Following are the percentages of revenue from government and private sources reported for private and public universities:

Private universities

Source	1974-75	1978-79
Government		
Federal	23.0%	21.3%
State	3.1%	2.8%
Total	26.8%	24.8%
Private		
Tuition and fees	54.1%	55.4%
Gifts and grants	11.8%	11.9%
Endowment	7.6%	7.9%
Total	73.4%	75.2%

Public universities

Source	1974-75	1978-79
Government		
Federal	19.6%	18.8%
State	56.1%	58.0%
Total	76.9%	77.1%
Private		
Tuition and fees	17.8%	17.6%
Gifts and grants	4.3%	4.2%
Endowment	1.0%	1.0%
Total	23.1%	22.8%

U.S.S.R. Studies *Continued from Page 1*

popular impressions, *a priori* analyses, built from superficial reflections on the Soviet actions that most catch the eye, and by traditional habits of thought.

"The criticism is truer of Congress, the business and other professional communities, the media, and the public at large, but even in the classroom and the specialized agencies of government the decline in scholarship leaves its mark."

Frequently, Mr. Legvold says, "courses on contemporary Soviet policy are taught from the works of international-affairs generalists or specialists in other areas. Increasingly, government analysts carry on without a literature to enrich analysis or give perspective to daily concerns."

U.S. universities, he adds, are not preparing the new scholars needed to expand the number of experts on Soviet foreign policy and to replace the retiring older specialists in the field.

In recent years, the number of Ph.D.'s awarded by all American universities in some aspect of Soviet foreign policy has averaged only eight a year, he notes.

"To the extent that tomorrow's leadership in the study of Soviet foreign policy depends on today's Ph.D.'s, the future is not encouraging," he says.

Mr. Legvold adds that American specialists on Soviet foreign policy generally have not taken advantage of new opportunities to interview Soviet officials or to conduct "field research" in the Soviet Union.

Persistence Required

"The day has not arrived when an American scholar can walk into the Soviet Foreign Ministry and expect to meet with the foreign minister or reach the aides of the Soviet leadership, or contact senior Soviet military personnel within the general staff," Mr. Legvold writes.

Even so, he notes, if they are persistent, scholars can now speak with senior political commentators, university faculty members and other researchers, and middle-level officials at the Ministry of Foreign Affairs.

"The process, however, is slow and encumbered and for the moment the returns are limited. Nevertheless, the point is that not much is being done to make the most of existing opportunities," Mr. Legvold says. "For all the obstacles facing the study of Soviet foreign policy, Soviet specialists in this country are not beginning to do what they could."

While American research on Soviet foreign policy has been dwindling, Mr. Legvold reports that Soviet research on American policy has been expanding dramatically. "I do not mean to imply that they have solved the problem of expertise and we have not," he adds. "In many respects Soviet area studies remain exceedingly thin and rudimentary, overconcentrated in one or two institutes, and decidedly uneven in quality."

However, he says, Soviet research appears to be ahead of American research in at least three respects:

▶ "As a rough guess, the Soviet Union probably has three times as many academic specialists working on U.S. foreign policy as we have working on Soviet foreign policy."

▶ "In terms of distribution, the Soviet Union has a far superior coverage of subjects where American studies of Soviet foreign policy tend to be without any order and marked by enormous gaps."

▶ "In terms of dynamism, in the Soviet Union international-affairs studies, in general, and area studies, in particular, are thriving, while here they are marking time at best, and probably losing ground."

7,400 Specialists in Moscow

In the third paper in the report, Daniel C. Matuszewski, associate director of the International Research & Exchanges Board, argues that while much of the Soviet effort to study international relations may still be shaped by ideological goals, it has grown dramatically and become increasingly sophisticated in recent years.

"Over the course of the last 25 years," Mr. Matuszewski says, "the Soviet Academy of Sciences has put in place a network of institutes designed to carry out comprehensive data collection and assessment essential to policy formation in international relations.

"There are over 7,400 specialists working in 12 key Moscow institutes alone."

The "intensity and quality of this unique enterprise," Mr. Matuszewski says, "can no longer be ignored by either the Western scholar or the Western political analyst."

The board, known as IREX, is a nonprofit organization that administers U.S. exchanges with the Soviet Union and Eastern Europe in the humanities and social sciences. Copies of its report—*Foreign Area Research in the National Interest: American & Soviet Perspectives*—are available for $5 each from IREX, 655 Third Avenue, New York 10017.

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